

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language which is learnt by most people in the world. For most Indonesian people, learning English is important because by knowing English well it will be easier for them to understand any information written in English.

Because of its importance, in Indonesian curriculum English has become a subject matter which is taught from elementary schools to university. We can find that a lot of elementary schools in big cities include English as one of their subject matters. The general instructional objectives of teaching English are reading, listening, speaking and writing skill. To achieve these objectives, the English teachers are expected to use communicative approach in their teaching-learning process. The Indonesian government, in this case the department of education and culture, has adopted communicative approach for the teaching of English since 1984. Anyhow, the 1984 curriculum and its principles, in practice, still focus on form instead of meaning, structure rather than message.

From the explanation above the writer is interested to design English grammar test for senior high school. As a foreign language, English is considered difficult to learn for students. It might be as a result the grammatical forms of this language that are different from those of

Indonesian language. The teachers teach English language based on curriculum 1994. All components of English language are taught integratedly to achieve the integrated language skills. There are four language skills that should be acquired by the learners. The skills are reading, writing, speaking and listening. Beside those skills students are also taught the elements of language such as grammar, vocabulary, pronunciation, and spelling.

To achieve the objective of teaching English as a foreign language, its structure is taught to the students step by step. There are some elements of structure in each language. Some elements are admittedly simple and more basic, some are more important than others. Thus, the learning of a language should be the learning of structure.

The important thing in teaching structure therefore is the teaching of rules that enable students to master and practice them. To facilitate the teaching of grammar, the teachers need an appropriate method. In this case, the teacher is expected to select a method in order that the teaching-learning process can run well. The application of method can influence the success of teaching learning process.

According to Mc. Kay as quoted by Nunan (1991:153) there are three different views on what it means to teach grammar. The first view is that teaching grammar entails the formal explanation of grammar rules. The second view is that teaching grammar is basically a matter of providing learners with practice in mastering common grammatical patterns through a process of analogy

rather than explanation. The third view is that teaching grammar is a matter of giving students the opportunity to use English in a variety of realistic situations.

The disadvantages of the third approach is that learner will not be able to provide explanations of the grammatical rules of the target language as said by Mc. Kay (in Nunan, 1991:154).

Based on the belief that the primary purpose of instruction in grammar is to help our students use English correctly and appropriately. While some classroom time will undoubtedly be devoted to teaching grammar rules and to having students practice grammatical patterns. It is important to remember that such instruction is only the means helping our students gain competence and confidence in the language.

In other words, explicit treatment of grammar should be seen as a means to an end in itself.

In the field of English teaching-learning process we are particularly concerned to know whether we are doing the right thing and whether our activities will lead to the outcome we want to achieve. Evaluation is a continuum process aimed at giving preliminary suggestions and feedback for improvement. Evaluation of English grammar test involves the English teaching objectives based in communicative approach, English test specifications, the extent to which it is valid and relevant.

Within the English teaching system, tests of some kind or other will be needed in order to provide information about the achievement of learners. These kinds of test should be designed to reveal not simply the number of items which

are answered correctly, but to reveal the quality of the students' language performance.

Richard et al. (1985:304) state that validity (in testing) is the degree to which a test measures what is supposed to measure, or can be used successfully for the purposes for which it is intended. For example a test is to measure foreign student's mastery of English sentence structure. An analysis must first be made of the language itself and decisions made on which matters need to be tested, and in what proportions. To the extent that the analysis accords with the views of recognized authorities in the skills area and the test then reflects such an analysis.

Grammar is one of the elements of English therefore grammar test is very important. This test measures students' ability to recognize appropriate grammatical structure, vocabulary, and writing. The objective of testing grammatical structure is to test the basic grammatical structure in spoken and written language. To conduct the test is using the written test. Grammatical structure test at least on the high school and college levels have usually concentrated on the matter of style and diction appropriate for rather formal written English. On the other hand, grammatical structure tests for foreign students will have as their purpose the testing of control of the basic grammatical patterns of the spoken language.

Based on the explanation above, the writer is interested in carrying out a research in SMUN I Kebakkramat. Therefore this research is entitled: A TEST

DESIGN OF ENGLISH GRAMMAR FOR THE FIRST YEAR STUDENTS OF
SMUN I KEBAKKRAMAT 2002/2003.

B. Research Problem

The problem of the study can be stated as follows:

What is a typical good test of English grammar for the first year students of Senior high school?

C. Objective of the Study

The objective of the study of follow:

1. To design a good test of English grammar for the first year students of SMUN I Kebakkramat.
2. To describe the validity and reliability of the test.

D. Benefit of the Study

1. Practical Benefit

Practically, the writer hopes that the results of this research can give readers a description about grammar test.

It is also hoped that the result of this research can be as references in designing a good grammar test by analysing its validity, reliability, and practicality.

2. Theoretical Benefit

Theoretically, the writer hopes the result of this research can give contribution to the field of language testing, especially test design.

E. Previous Study

Studies of grammar have been done by the previous researches. Here the writer finds two researches related with this research, they are:

1. "A Descriptive Study on the Ability in Building English Simple Sentence by the First Semester on the English Department Students of University Muhammadiyah of Surakarta in 2001/2002" is conducted by Bkti Ningsih, 1997. She analyzes students' ability in building English simple sentences. From this study, she concludes that the English department students at the first semester of UMS in 2001/2002 have good ability in building English simple sentence.
2. "A Descriptive Study on the Students Mastery of English Grammar in MUN I Pamotan Rembang in 2002/2003. This research was conducted by Asih Setyo Winnahyu A. 320 980 103. From this study, she concludes that the second year students of SMUN I Pamotan Rembang still get difficulties in mastering English grammar.

In this thesis, the writer wants to conduct a research on how to design English grammar test. By using product moment she wants to know the validity and reliability of the grammar test. Here the writer conducts the research entitled "A TESTDESIGN OF ENGLISH GRAMMAR FOR THE FIRST YEAR

STUDENTS OF SMUN I KEBAKKRAMAT 2002/2003". The writer hopes this research can be used references by next researchers.

F. Paper Organization

The thesis consists of five chapters, as followss are:

Chapter I is introduction which includes background of the study, research problem, objective of the study, benefit of the study, previous study and paper organization.

Chapter II is the underlying theory which discuss language testing, characteristics of a good grammar test, testing grammar, the purpose of testing, aspects of grammar, types of grammar test

Chapter III is the research method which discusses kind of research, object of the study, subject of the study, data and data source and technique of analyzing the data.

Chapter IV is the analysis of data with consists of introduction, validity of test, reliability of test and discussion of the finding. The last chapter describes the conclusion and suggestion.